

Strand 3: Comprehending Informational Text, Concept 1: Expository Text: identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	
Kindergarten through High School	
<i>NOTE:</i> While each grade has specific performance objectives, Strand 3, Concept 1 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Suggested Artist Teacher Institute Activities - see the listing of fundamental Dance and Theatre Standards for standards addressed	
Dance Activities	<i>Quadrants; Movement Web; Visual Line Dances; Character Pathway Dances; Moving Tableau With Text; Draft and Revision</i>
Theatre Activities	<i>Build and Break; Plot Circle; Four Images; Context Tableau: Luanne's Auction; Spelling Machine</i>
Examples of Dance Standards that can prompt the comprehension of expository texts:	
Create: Choreographic Process: 404 "Research and compare the choreographic processes/devices of two or more choreographers."	Create: Technology: 408 "Use the internet to research a choreographer and identify movement signature."
Relate: Meaning of Cultural Dances: 202 "Compare and contrast the meaning, purpose and roles people play in various social/cultural and folk dances."	Relate: Careers: 303 "Research and present a career in the dance field."
Evaluate: Production Elements: 402 "Research various choreographers to compare and contrast how the use of production elements influenced their specific style."	Evaluate: Technology: 306 "Use technology to research, analyze and evaluate the work . . ."
Examples of Theatre Standards that can prompt the comprehension of expository texts:	
Create: Playwriting: 305 "Demonstrate an understanding of the duties and responsibilities of a Dramaturge."	Create: Playwriting: 404 "Compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and other art forms."
Relate: Theatre Technology and Design: 201 "Research historical and cultural influences from a variety of resources to implement credible design choices."	Relate: Theatre Technology and Design: 303 "Research, justify and illustrate historical, cultural, and symbolic images/sound choices to interpret a variety of dramatic works."
Evaluate: Directing: 204 "Evaluate and justify, with examples, the meanings they construct from a dramatic text or performance relating to their daily life."	Evaluate: Directing 404 "Construct social meanings . . . and report in an organized oral or written presentation."

Strand 3: Comprehending Informational Text Concept, 2: Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
Kindergarten	PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues. PO 2. Identify signs, symbols, labels, and captions in the environment.
Suggested Artist Teacher Institute Activities	
Dance Activities	<i>Walking Patterns; Follow Me/Match Me; See Me/Be Me; Word Warm-ups; Move Shape Move; Sequence Patterns; Shape Phrase Dances; Visual Line Dances</i>
Theatre Activities	<i>Build and Break; Gesture Circle; Mirrors; Real/Unreal; What Can I Do; Luanne's Auction; Machine: Spelling Machine: Say It Like</i>
Examples of Dance Standards addressed within the above activities - also see the listing of fundamental Dance Standards:	
Create: Fundamental Movement Patterns: 404 "Analyze the use of fundamental movement patterns in varied movement settings."	Create: Space: Direction, Facing, Pathway: 204 "Demonstrate clarity of facings in space while moving in different directions."
Relate: Using Text to Create Movement: 101 "Use movement to express images, ideas, situations, and feelings from text."	Relate: Using Text to Describe and Understand Movement: 402 "Describe images and ideas evoked by dance movements . . ."
Evaluate: Dance Terminology: 101 "After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used."	Evaluate: Evaluation Criteria: 204 "Using selected criteria evaluate its effectiveness in dance choreography or performance."
Examples of Theatre Standards addressed within the above activities - also see the listing of fundamental Theatre Standards:	
Create: Acting: 102 "Sustain a scene using appropriate language or movement with the teacher role playing or giving clues."	Create: Directing: 102 "Demonstrate leadership skills in small group work."
Relate: Collaboration: 101 "Describe, illustrate and/or implement how the use of collaboration affects daily life and different environments."	Relate: Playwriting: 104 "Discuss story themes, plot, characters, dialogue and actions and how they compare/contrast."
Evaluate: Acting: 204 "Develop and articulate criteria to analyze, interpret, and evaluate . . ."	Evaluate: Theatre Technology and Design: 302 "Evaluate their own and their peers' usage of theatre etiquette."

Strand 3: Comprehending Informational Text, Concept 2: Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
Grades One through Five	
<i>NOTE:</i> While each grade has specific performance objectives, Strand 3, Concept 2 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Suggested Artist Teacher Institute Activities- see the listing of fundamental Dance and Theatre Standards for standards addressed	
Dance Activities	<i>Walking Patterns; Follow Me/Match Me; See Me/Be Me; Word Warm-ups; Move Shape Move; Problem Solving With Movement; Sequence Patterns; Shape Phrase Dances; Visual Line Dances</i>
Theatre Activities	<i>Build and Break; Gesture Circle; Mirrors: Go; Real/Unreal; What Can I Do; Four Images: Luanne's Auction; Machine: Spelling Machine: Say It Like</i>
Examples of Dance Standards that can prompt the comprehension of functional texts:	
Create: Healthy Practices: 101 "Identify and apply healthy and safe dance practices . . ."	Create: Anatomy: 202 "Identify skeletal components and major muscle groups."
Relate: Relating History and Development of Dance Forms: 101 "Identify the origins of various dance forms and the individuals who helped develop them."	Relate: Relating Dance and Music: 101/201 "Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples."
Evaluate: Dance Terminology: 101 "After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used."	Evaluate: Evaluation Criteria: 204 "Using selected criteria evaluate its effectiveness in dance choreography or performance."
Examples of Theatre Standards that can prompt the comprehension of functional texts:	
Create: Collaboration: 202 "Collaborate to design and choose the environmental elements for a scenario/script."	Create: Playwriting: 103 "Improvise by imitating life experiences, knowledge of literature . . ."
Relate: Theatre Technology and Design: 302 "Analyze a variety of dramatic texts . . . to determine production requirements."	Relate: Acting: 205 "Analyze the effects of their won cultural experiences on their dramatic work."
Evaluate: Acting: 204 "Develop and articulate criteria to analyze, interpret, and evaluate . . ."	Evaluate: Directing: 401 "Describe and analyze the effect of publicity, study guides, programs . . ."

Strand 3: Comprehending Informational Text, Concept 2: Functional Text: identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	
Grades Six through High School	
<i>NOTE:</i> While each grade has specific performance objectives, Strand 3, Concept 2 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Suggested Artist Teacher Institute Activities- see the listing of fundamental Dance and Theatre Standards for standards addressed	
Dance Activities	<i>Walking Patterns; Follow Me/Match Me; See Me/Be Me; Word Warm-ups; Move Shape Move; Problem Solving With Movement; Sequence Patterns; Shape Phrase Dances; Visual Line Dances</i>
Theatre Activities	<i>Build and Break; Gesture Circle; Mirrors: Go; Real/Unreal; What Can I Do; What if A __ Could Talk; Four Images; Luanne's Auction; Machine: Spelling Machine: Open Scenes; Say It Like</i>
Examples of Dance Standards that can prompt the comprehension of functional texts:	
Create: Healthy Practices: 101 “Identify and apply healthy and safe dance practices . . .”	Create: Anatomy: 202 “Identify skeletal components and major muscle groups.”
Relate: Relating History and Development of Dance Forms: 101 “Identify the origins of various dance forms and the individuals who helped develop them.”	Relate: Relating Dance and Music: 101/201 “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”
Evaluate: Dance Terminology: 101 “After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used.”	Evaluate: Evaluation Criteria: 204 “Using selected criteria evaluate its effectiveness in dance choreography or performance.”
Examples of Theatre Standards that can prompt the comprehension of functional texts:	
Create: Collaboration: 202 “Collaborate to design and choose the environmental elements for a scenario/script.”	Create: Playwriting: 103 “Improvise by imitating life experiences, knowledge of literature . . .”
Relate: Theatre Technology and Design: 302 “Analyze a variety of dramatic texts . . . to determine production requirements.”	Relate: Acting: 205 “Analyze the effects of their won cultural experiences on their dramatic work.”
Evaluate: Acting: 204 “Develop and articulate criteria to analyze, interpret, and evaluate . . .”	Evaluate: Directing: 401 “Describe and analyze the effect of publicity, study guides, programs . . .”

Strand 3: Comprehending Informational Text, Concept 3 Persuasive Text: explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.	
Grades One through Five	
<i>NOTE:</i> While each grade has specific performance objectives, Strand 3, Concept 3 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Suggested Artist Teacher Institute Activities - see the listing of fundamental Dance and Theatre Standards for standards addressed	
Dance Activities	<i>Move Shape Move; Living Sculptures: Problem Solving Through Movement; Moving Tableau With Text</i>
Theatre Activities	<i>Build and Break; Plot Circle; What if A ___ Could Talk; Luanne’s Auction; Machine; Say It Like ___</i>
Examples of Dance Standards that can prompt the comprehension of persuasive texts:	
Space: Focus and Intent: 408 “Analyze the use and effectiveness of points of focus by dance professionals.”	Create: Using The Elements of Dance to Communicate Meaning: 302 “Analyze and interpret how the elements of dance were used to communicate meaning in a dance.”
Relate: Technique and Theory of Various Dance Forms: 402 “Compare and contrast the theoretical and technical differences between two specific dance forms.”	Relate: Contemporary Cultural Dances: 203 “Identify and analyze the influence of pop culture on social dance.”
Evaluate: Production Elements: 402 “Research various choreographers to compare and contrast how the use of production elements influenced their specific style.”	Evaluate: Technology: 306 “Use technology to research, analyze and evaluate the work . . .”
Examples of Theatre Standards that can prompt the comprehension of persuasive texts:	
Create: Collaboration: 301 Collaborate to create a documented script.”	Create: Directing: 201 “Analyze dramatic text to develop an informal performance describing character motivations . . .”
Relate: Playwriting: 302 “Research a variety of sources to . . . and analyze a playwright’s cultural background influences his/her character choices.”	Relate: Theatre Technology and Design: 301 “Research and describe appropriate historical and contemporary production designs . . .”
Evaluate: Acting: 103 “Identify and describe the characters, environment and story elements . . .”	Evaluate: Playwriting: 205 “Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.”

Strand 3: Comprehending Informational Text, Concept 3 Persuasive Text: explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	
Grades Six through Twelve <i>NOTE:</i> While each grade has specific performance objectives, Strand 3, Concept 3 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Suggested Artist Teacher Institute Activities- see the listing of fundamental Dance and Theatre Standards for standards addressed	
Dance Activities	<i>Move Shape Move; Living Sculptures: Problem Solving Through Movement; Moving Tableau With Text; Cinquain Poems</i>
Theatre Activities	<i>Build and Break; Plot Circle; What if A __ Could Talk; Luanne's Auction; Machine: Open Scenes; Say It Like __</i>
Examples of Dance Standards that can prompt the comprehension of persuasive texts:	
Space: Focus and Intent: 408 "Analyze the use and effectiveness of points of focus by dance professionals."	Create: Using The Elements of Dance to Communicate Meaning: 302 "Analyze and interpret how the elements of dance were used to communicate meaning in a dance."
Relate: Technique and Theory of Various Dance Forms: 402 "Compare and contrast the theoretical and technical differences between two specific dance forms."	Relate: Contemporary Cultural Dances: 203 "Identify and analyze the influence of pop culture on social dance."
Evaluate: Production Elements: 402 "Research various choreographers to compare and contrast how the use of production elements influenced their specific style."	Evaluate: Technology: 306 "Use technology to research, analyze and evaluate the work . . ."
Examples of Theatre Standards that can prompt the comprehension of persuasive texts:	
Create: Collaboration: 301 Collaborate to create a documented script."	Create: Directing: 201 "Analyze dramatic text to develop an informal performance describing character motivations . . ."
Relate: Playwriting: 302 "Research a variety of sources to . . . and analyze a playwright's cultural background influences his/her character choices."	Relate: Theatre Technology and Design: 301 "Research and describe appropriate historical and contemporary production designs . . ."
Evaluate: Acting: 103 "Identify and describe the characters, environment and story elements . . ."	Evaluate: Playwriting: 205 "Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation."